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ABSTRACT

This collection of papers describes the development of the Charter School of Education and Human Services at Berry College. Four articles serve as a case study in how one school of education proactively approached change in its teacher education program. Faculty in the school wrote scholarly manuscripts describing the transition to a charter school and exploring the implications of their work for improving the quality of teacher education elsewhere. The papers are: "Editor's Commentary: Transforming Teacher Education" (Brian Jory); "A Charter School of Education and Human Services" (Jacqueline M. McDowell); "Do I Want To Be a Teacher? Goals and Reflections of a New Orientation to Education Courses" (Mary C. Clement); "The Evangelist and the Conscientious Objector: Using Research in Consumer Behavior to Maximize the Effectiveness of Faculty Professional Development in Technology" (Lawrence Baines and D. Lynnwood Belvin); and "Multicultural Teacher Education in the Charter School of Education and Human Sciences: Turning Good Students Into Better Teachers" (Wade A. Carpenter and Steven Bell). (Papers contain references.) (SM)

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DR. ISABEL C. CAMPBELL AND
DR. C. FRANK CAMPBELL

Dr. Isabel C. Campbell and Dr. C. Frank Campbell were exemplary educators throughout their long careers. Isabel attended Berry College and later earned a doctorate from The University of Georgia. She taught at a number of schools in North Georgia, and was the first reading consultant in Floyd County, Georgia. Later she became Director of the Rome City Schools Reading Clinic. She held professorships at Berry College and DeKalb College. After retiring from teaching in 1981, Isabel went to work for the U.S. Department of Education and the U.S. Army Education Centers in Ft. McClellan, Alabama, and White Sands Missile Range, New Mexico.

Frank attended Berry College and later earned a doctorate from Georgia State University. He served as a teacher and principal in several schools in North Georgia. He was Director of Admissions at Berry College from 1963-66 and Headmaster of Berry Academy from 1966-71. He served as Chair for the Secondary Accreditation Unit of the Southern Association of Colleges and Schools. In 1978, Frank was selected by his colleagues as Georgia High School Principal-of-the-Year. He retired as Principal of Henderson High School in 1984 with 38 years of service.

Frank and Isabel Campbell reside in Green Valley, Arizona, where their personal activities include keeping up with five grandchildren. Their two sons, Keith and David, also attended Berry College. Generous support from the Campbell family has brought this monograph to fruition.

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CAMPBELL MONOGRAPH SERIES ON EDUCATION AND HUMAN SCIENCES

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Editor's Commentary
Transforming Teacher Education

Brian Jory
Berry College

Not surprisingly, the information age requires a world citizenry that is better educated than ever before. The educated of the future will not only possess the ability to handle technological innovation, but will also embrace the multicultural wisdom and communication skills necessary to solve problems in the global economy created by technology. This means that no social institution is as important for creating the future as our schools. Acting both pro-actively and reactively, colleges and universities that educate our teachers and shape our schools anticipate formidable changes in how they fulfill their mission in future decades. Arthur Levine, President of Teachers College, Columbia University, recently wrote: "Today's pace of economic, social and, above all, technological change has put higher education in danger of falling behind again. And this time, pressures from outside are likely to force those of us who shape the academy not only to adapt our institutions, but to transform them" (Levine, 2000).

What will it mean to transform the institutions that educate our teachers? For some, accountability is the single concern. While this concern is legitimate, the danger in the accountability movement is that in an effort to eliminate bad teachers, good teachers may be reduced to teaching rote memorization and endlessly administering standardized tests (Gandara, 2000). If so, this could be a case where the enemy of the good is not the bad, but the mediocre. Do we really want to restrict good teachers who are creatively trying to mobilize the dreams and promise of our young people? More likely, transformation will come about as teachers, administrators, and policymakers recognize that schools are not in the testing business, but the business of educating young minds how to ask the right questions, how to gather information, systematically reflect, and make reasoned and reasonable decisions (Yost, Sentner, and Forlenza-Bailey, 2000).

This kind of transformation will be created collectively by those who exchange ideas and work together. The Campbell Monograph Series on Education and Human Sciences has been established to promote the collective exchange of ideas among practitioners, policymakers, and academics. The goal is to publish three volumes over the next three years that will address and define concerns. This first volume focuses on development of the Charter School of Education and Human Sciences at Berry College, established in 1998 with support from the BellSouth Foundation. The four articles in this volume serve as a case study in how one school of education pro-actively approached change in its teacher education program. Faculty in the school agreed to write scholarly manuscripts describing the transition to a Charter School and exploring the implications of

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their work for improving the quality of teacher education elsewhere. An editorial board of scholars external to Berry College was assembled to review the manuscripts. The input of the editorial board was generous and insightful; their criticism strengthened the validity and usefulness of these articles.

In "A Charter School of Education and Human Sciences," Dean Jacqueline McDowell explains the concept of a charter school and describes the formidable process followed at Berry College to determine the critical elements of change for a teacher education program that already had a respected track record. Effective change reflects the context of state and regional needs, and change at Berry College reflects change in a private, liberal arts college located in the southeastern United States. Some of the changes made at Berry College have already been addressed at other institutions, and some institutions are currently in the process of making similar changes. What makes the Berry College experience exceptional is that the entire curriculum and every practice in the School of Education and Human Sciences were put on the table for expansion, revision, or elimination. In effect, everything was rebuilt from the ground up. The result was a completely new educational strategy and curriculum ensconced in the liberal arts, integrating classroom technology, promoting multicultural awareness, and school-based instruction by the faculty. Obviously, the changes went beyond the teacher education program to include and impact other departments in the College. The discussion of the who, what, why, when, and how of these changes should be useful to faculty and administrators in other colleges and universities who are considering the daunting process of change.

In the article, "Do I Want to be a Teacher?" Dr. Mary Clement describes the pragmatics of teaching a redesigned Orientation to Education class. The author details the course outline, goals, and objectives along with student responses to critical issues. Of particular interest is how the course addresses preconceptions and myths students bring with them into teacher education programs. A member of the editorial board wrote of this article, "As teacher education programs negotiate the constant change reform efforts have placed on their accountability, preparation sequence, field experiences, and retention of candidates for the workforce, there is great value in sharing innovative approaches." The idea of initiating professional development from the perspective of considering, "Do I Want to Be a Teacher?" is practical and makes sense. Many programs of teacher education are revising their introductory course to emphasize both the rewards and demands of teaching, and this course outline could be adaptable for many of these programs.

The article by Drs. Lawrence Baines and Lynnwood Belvin, "The Evangelist and the Conscientious Objector," describes a three-stage model for faculty development and adoption of technology in the classroom. The authors discuss how the model, which is borrowed from consumer research, is being applied to speed up technological innovation by faculty colleagues. The impact of technology on classroom learning is a complex subject; the benefits and pitfalls will continue to be addressed in research studies for some time. Still, many schools are just beginning to look for faculty development models in this area. Some schools are looking for new models since the old ones have crumbled as the learning curve for technological innovation expands. The model espoused by

Baines and Belvin is offered in a field where the knowledge base is expanding geometrically. As with all technology, there is more to come.

Multicultural teacher education is necessitated by the long-established findings that cookie-cutter approaches to education do not work for minority populations and that ignoring cultural diversity harms all of us (Delpit,1993). Multiculturalism means increasing the number of minority teachers in our schools and changing the classroom practice of all teachers to improve the educational experience for children from all cultures. In 1994 Berry College established the Pathways to Education program to recruit and support minority teacher education students. The fourth article in this volume, written by Drs. Wade Carpenter and Steven Bell, describes programmatic changes in how cultural diversity is being addressed in teacher education classes. The focus of the article is encapsulated in a brief sentence from the introduction, "So for now honesty requires us to focus on how white professors can teach white undergraduates about situations with which our pre-service teachers have very limited experience." This straightforward confession is not asserted in defense of a "do-nothing" stance on cultural diversity, but acknowledges the current reality faced by many teacher education programs: there is much to be done to promote better educational practice with cultural diversity. Along with discussion of a philosophical attitude that emphasizes care for all students, the article describes practical methods the professors are using to promote cultural diversity—both in the classroom and in field experiences. While the student attitudes reflect some unique qualities of Berry College (e.g., a large percentage of students who hold traditional religious values), the issues addressed are applicable to many, perhaps most, schools of teacher education in the country, namely student naïveté, "certainty," and marginality. For this reason and others, this article is a valuable contribution to the monograph series.

The second volume of the Campbell Monograph Series will focus on relationships between education and human sciences, particularly on how educators and social scientists can work together to solve human problems in and out of the classroom. Scholarly, reflective manuscripts that examine this concern are welcome. Manuscripts should include practical suggestions along with theory and data analysis where applicable. The thoughtful efforts of the editorial board are gratefully acknowledged and appreciated along with the generous financial support of the Campbell family.

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A Charter School of Education and Human Sciences

Jacqueline M. McDowell
Berry College

The Berry College Charter School of Education and Human Sciences builds on and extends a number of the recommendations in the report, "What Matters Most: Teaching for America's Future" (1996). Funded by the BellSouth Foundation for three years, the Berry College Charter School of Education and Human Sciences is founded in the liberal arts, and the redesigned teacher education curriculum is a joint activity of the education and the liberal arts faculty. A collective evaluation of the redesigned curriculum will be conducted throughout the three-year period by the education faculty, liberal arts faculty, and teachers from seven Professional Development Schools.

The concept of a charter school of education came to our attention in the Report of the National Commission on Teaching & America's Future, "What Matters Most: Teaching for America's Future" (1996). The purpose of this report was to "create a blueprint for recruiting, preparing, and supporting excellent teachers in all of America's schools" (p. vi). When offering recommendations regarding teacher education, the report challenged all teacher educators to "reinvent teacher preparation and professional development" (p. 64). In this section of the report, one approach, the charter school of education, was described.

> There is an urgent need to accelerate changes in teacher education so that new models of exemplary practice are visible across the country. One approach to this goal is for governors, state boards of education, deans, faculty, and university presidents to designate selected institutions as charter schools of education. Such colleges would be free of selected regulations and procedures so they could make curricular, staffing, and other changes necessary to demonstrate best practice in all aspects of their work. As these are evaluated, changes that prove successful should inform statewide policy for teacher education (p. 80).

The teacher education literature has also revealed several interpretations and applications of the charter school of education concept. Richard Wisniewski, Director of the Institute for Educational Innovation in the College of Education at The University of Tennessee Knoxville, is a strong advocate of the concept of

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charter colleges of education. In a position paper presented at the National Commission on Teaching and America's Future National Governor's Association conference on Policies to Support High Quality Teaching held in Washington (June, 1997), Dr. Wisniewski called for accelerated change in the reform of teacher education that could be accomplished by the creation of charter colleges of education. According to Wisniewski, the goal is clear.

> . . . to enable some colleges of education 'to go over the top,' Linda Darling-Hammond's phrase, in respect to new practices and curricula. These colleges would serve as vivid demonstrations of what change can be accomplished when an institution moves beyond modest or superficial changes. At the heart of the concept is the freedom to do something different and to demonstrate best practice in the near future (p. 4).

A charter college of education sets a firm time table for implementing changes. There are strong faculty who are prepared to take risks, alter curricula, work with the public schools, and at the same time research and write about their efforts. The Berry College Charter School of Education and Human Sciences is one model of a charter school. Inherent in the concept of the charter school is the premise that each school will be unique and crafted to meet the specific needs of the teacher education unit and the Southeast region of the country.

Berry College, a private liberal arts college in Georgia, graduates approximately one hundred certified teachers annually. During preparations for their NCATE visit and subsequent reaffirmation under the new standards in 1994, the teacher education faculty identified ways to move their program into the 21st century. Many of the reforms the faculty identified corresponded to the recommendations set forth in the "Teaching for America's Future" report. At the same time, a call for proposals from the BellSouth Foundation challenged schools of education in the Southeast to design a "break-the-mold school of education" and recreate their teacher education programs. Using NCATE standards, the "Teaching for America's Future" report, and the assumptions outlined by BellSouth, the faculty signed a referendum and began to develop the Berry College Charter School of Education and Human Sciences. In June, 1997, the school was awarded one of the eight BellSouth grants and was one of two private schools funded in the Southeast. As a result, the Berry College Charter School of Education and Human Sciences was formed.

The Berry College Charter School of Education and Human Sciences

Because Berry College is a private school many of the restrictions placed on state-supported programs do not exist. Curricular and staffing changes necessary to completely dismantle the existing teacher education program and build an entirely new model have been approved by the faculty, deans of the other schools, the president, and the board of trustees. The fact that Berry College has chosen to ground the new program entirely in NCATE standards will make reform efforts replicable by other accredited institutions. The support from the BellSouth

Foundation for three years assures access to and counsel from educational reformers such as Richard Wisniewski, Principal Consultant to the BellSouth Foundation. Berry College joined the other eight colleges and universities supported by BellSouth in a network to advance the goal of recreating teacher education in the Southeast and beyond through collective work, joint voices, and mutual actions. The Berry College Charter School of Education and Human Sciences is in a unique position to inform statewide and national policy makers of changes in teacher education that have proven to be successful. Success will be judged by benchmarks corresponding to Interstate New Teacher Assessment and Support Consortium (INTASC in which the state of Georgia is involved) and the National Board for Professional Teaching Standards, as well as NCATE standards.

To prepare teachers for tomorrow's schools, the Berry College Charter School of Education and Human Sciences is **founded in the liberal arts** and involves the liberal arts faculty in the reform of teacher education. The teacher education curriculum and instruction are **culturally responsive** requiring students to take a second language, obtain English for Speakers of Other Languages endorsement, and participate in a service project in a culturally diverse setting. The Charter School of Education and Human Sciences is grounded in **school-based practice** as the education faculty and the liberal arts faculty work at seven Professional Development Schools (PDS). The redesigned teacher education program is **technologically facilitated** by the use of laptop computers, e-mail, electronic faculty meetings, and the Internet. Each of the four components of the Charter School of Education and Human Sciences is discussed and described in the following sections.

Founded in the Liberal Arts

When John Goodlad visited schools of education for his book, *Places Where Teachers Are Taught* (1990), he came to Berry College. According to Goodlad et al., the fortunes of professional education and liberal arts are productively linked at Berry College. It is from a long tradition of teacher education with a liberal arts foundation that the Charter School of Education and Human Sciences exists today as one of the four schools at Berry College.

The Berry College Charter School of Education and Human Sciences has strong ties to the liberal arts and the liberal arts faculty. In fact, the three-year Charter school effort is led by the dean of the School of Education and Human Sciences and is wholeheartedly supported by the deans of the Evans School of Humanities and Social Sciences and the School of Mathematical and Natural Sciences. The Charter School of Education and Human Sciences curriculum is being redesigned by both the education and the liberal arts faculty. Collaborative evaluation of the restructured education curriculum is accomplished by the education faculty, liberal arts faculty, and Professional Development School (PDS) teachers.

In a paper presented to the National Educational Goals Panel (June 1997) Linda Darling-Hammond and Deborah Ball reported that " . . . most teachers in the U.S. have had a relatively thin program of preservice education. Most undertake an undergraduate program of teacher preparation that necessarily

makes trade-offs between disciplinary preparation and pedagogical preparation (generally taught in unconnected courses)" (p.11). In an attempt to connect courses, the liberal arts faculty and the teacher education faculty joined together to form the Teacher Education Unit (TEU). The TEU meets on campus, in the Professional Development Schools, and at day-long retreats to develop courses with stronger disciplinary preparation that incorporate an understanding of a discipline's core components, structure, and tools of inquiry as a foundation for subject matter pedagogy.

Culturally Responsive

The culturally responsive nature of the Charter School of Education and Human Sciences is reflected in these requirements for the students which will include a foreign language, English for Speakers of Other Languages (ESOL) endorsement, a service project in diverse cultures, and a continued commitment to the recruitment and preparation of minority teachers.

In 1994 the dean and the faculty of the school initiated "Pathways to Teaching," a program designed to prepare minority teachers. In the first two years of operation the program admitted 14 qualified minorities to the teacher education program and have graduated 28 minority teachers. Scholarships for the students have been funded by Berry College, regional and national foundations, and corporations. Minority faculty members and graduate students serve as role models and mentors to the Pathways students.

International Education Activities: An AACTE Survey (1992) reported that teacher preparation programs do not commonly include international or global understanding. "As preservice teachers and inservice teachers become more aware of educational practices outside their own countries, become knowledgeable about them, and perhaps even recognize similarities with their own practice, they will grow professionally and add new dimensions to their craft." (Quinn, p. 34) The typical Berry College teacher education student has not traveled outside the United States, and few have systematically observed or engaged in teaching practices of other cultures. The education and liberal arts faculty are committed to participating in and providing each education major with a service project one May during their coursework at Berry College. This exploration in a diverse culture will immerse both students and faculty in a community culturally different from their own. These explorations may also be based in rural and urban areas in Georgia or focus on settings abroad. All of our graduates will have lived and worked in communities that are drastically different from those where they grew up and will have had experience working with ESOL children and their families.

More than 600,000 immigrants have arrived in Georgia over the past 15 years, of whom 35,000 are refugees (Kurylo, 1998, p. D1). In fact, "Georgia is one of the top 10 states in numbers of refugees resettled annually (Parks 1998, p. D1). From 1991 to 1998 there has been a 182 percent increase in the language minority population. With the rapidly growing number of immigrant students and English language learners in Georgia schools, the pressure for change intensifies. Candidates in the teacher preparation program will graduate

with an ESOL Endorsement to their Georgia Teaching Certificates. Each of the competencies required to be an ESOL teacher in the state of Georgia are infused into the undergraduate teacher preparation program. Students will graduate with a theoretical, practical, and affective knowledge which will enable them to meet the needs of a culturally and linguistically diverse school population.

Grounded in School-Based Practice

Education professors should not only possess a depth of knowledge and passion for their content, but also be in touch with the realities of the classroom and demonstrate quality pedagogy. Each faculty member in the Charter School of Education and Human Sciences serves in the public schools the equivalent of one day each week to interact with children, teachers, and administrators while deepening their pedagogy and content knowledge. The faculty's field work in the schools is continuous and meaningful rather than an occasional special event, and their professional renewal takes place on a daily basis.

The Professional Development Schools (PDS) concept is already functioning at the Charter School of Education and Human Sciences. Like teaching hospitals in medicine, the Professional Development Schools are a site for state-of the-art practice—organized to support the training of new teachers and to extend the professional development of veteran teachers in an atmosphere of collaborative research and inquiry (Darling-Hammond, 1995). Leading-edge teachers providing both high quality education to children and committed to preparing new teachers for future classrooms have been identified in five PDS schools. The report of the National Commission on Teaching & America's Future (1996) recommended that schools of education work with Professional Development Schools and have at least one teacher in each PDS become certified by the National Board for Professional Teaching Standards.

Although the National Board Certification and the standards for accomplished teaching have only been recently developed, teacher education programs are already beginning to reexamine their curricula to align preparation programs with the standards. Some universities and colleges are also providing support programs for candidates seeking National Board Certification (Buday & Kelly, 1996, p. 219).

The Charter School of Education and Human Sciences embraces this recommendation and supports at least one teacher in each of our Professional Development Schools to obtain board certification. Master teachers from the PDS serve both practicum students and teacher interns, serve as mentors for first-year teachers, and instruct courses in the newly designed curriculum. All of the above school-based practices were realigned in preparation for the continued accreditation by NCATE.

Technologically Facilitated

Berry College is well positioned to demonstrate how technology can enhance teaching, learning, and assessment. The past five years have been devoted to obtaining the appropriate hardware and software and designing multimedia

classrooms. The teacher education curriculum is designed to model best practice in the use of technology in education. An education technologist position is supported by the BellSouth grant and other external funding sources, and a multimedia production lab will enable education faculty, PDS faculty, and students to infuse multimedia instructional strategies into their respective classrooms. Faculty models for instructional technology delivery are critical to the success of an entire program (Brooks & Kopp, 1989), and the faculty of the Charter School of Education and Human Sciences integrate technology for teaching and learning and produce emerging classroom teaching models and strategies (Northrup & Little, 1996). Each teacher education faculty member and many of the liberal arts faculty have notebook computers to be used to infuse technology into their curriculum and instruction. It is the goal of the Charter School of Education and Human Sciences that graduates in three years will also have their own laptop computers loaded with instructional software, units they have developed, and appropriate resources in order to enter their first classroom with electronic portfolios.

Dan Lortie (1975) in the classic book titled *School Teacher* calls teaching a lonely profession. To address teacher isolation, we will connect the master teachers in the PDS, the education faculty in the PDS, and students via the Charter School Home Page. Electronic faculty meetings and e-mail encourage the use of technology as a means of communication.

In 1995, the BellSouth Foundation crafted a five-year grantmaking program to guide its work between 1996 and 2000. In addition, it launched eight special initiatives to provide targeted support in areas critical to educational reform, including an initiative to recreate colleges of teacher education throughout the region and selected eight institutions to participate in the program, including Berry College.

The Berry College Charter School in the Year 2003

What does our teacher education program look like as a result of three years of intensive reform and support from the BellSouth Foundation? Join us for a visit.

The place: The Berry College Charter School of Education and Human Sciences located in the foothills of the Appalachian Mountains in Northwest Georgia.

The year: 2003

Let's talk to Dr. Amber Prince, associate professor in the Berry College Charter School of Education and Human Sciences.

"Dr. Prince, how are the graduates of the Charter School of Education and Human Sciences different from those, say, four years ago?"

> "All of our students have had experiences with children in different grade levels, different socioeconomic levels, and different cultures. In fact, all of our graduates have lived and worked in communities that are

dramatically different from those where they grew up. Our explorations in diverse cultures range from inner-city Atlanta to the rural hills of Chattooga County. The majority of our students, in fact, also, have international experiences, ranging from Cartago, Costa Rica, to Dijon, France. All of our graduates not only have the English for Speakers of Other Languages (ESOL) endorsement, but they also have had experience working with ESOL children and their families."

"Our students really do understand the challenges of the classroom. The schools actively seek our students. In fact, our students are quite skilled, especially in the areas of multimedia instruction. Well, I could go on and on, but if you will please excuse me, I have an electronic faculty meeting to attend with all the liberal arts and education faculty members, along with all the teachers in our Professional Development Schools. Today, we are discussing goals for our students' electronic portfolios."

Luther Williams is a senior graduating from the Berry College Charter School of Education and Human Sciences.

"Luther, you just finished your year-long internship, do you feel prepared to teach middle grades students?"

"Yes, I am ready to teach. I've had many field experiences at both rural and urban Professional Development Schools. I also completed a service project last May in Costa Rica. Boy, am I glad Berry College has ESOL courses. I never would have had the nerve to go abroad myself and get so involved with the families and the culture."

"Also, all of us in the teacher education program develop electronic portfolios. Mine is packed with teaching resources, units as well as Internet sources, that I can use to help me teach in many types of classrooms. And I can use my computer to stay in touch with my advisors and college supervisor during my first year through electronic faculty meetings and E-mail."

"Most of all, I feel grounded in the liberal arts. I look forward to teaching the content in my area of social studies and to being able to use a variety of instructional strategies."

"I admit I do have concerns about the gap between some of the 20th Century schools I've seen and some of the progressive PDS schools I've observed. I hope I get a teaching position in a progressive school, but if I don't, I know what it takes to be a teacher-leader and not be afraid to make changes in the way children are educated in the 21st Century."

Bricks and Mortar for the Twenty-first Century

Berry's Charter School of Education and Human Sciences is looking forward to having a new home in one of the college's historic academic facilities. A $5 million renovation should be completed in the spring of 2001, which will transform the building into a modern state-of-the-art learning facility for education and psychology. The redesigned building will have large classrooms that will accommodate the Charter School's new interdisciplinary methodologies. There will be spaces specifically designed for team teaching. Two classrooms will be used as demonstration sites for children from the Berry College Elementary School. Having the children located in the building will allow our students to observe classes in session. Models for the classrooms of the future will be carried out and demonstrated. The anonymous gift of the building is a vote of confidence in the mission of the Charter School of Education and Human Sciences.

Conclusion

The preparation teachers receive at the Berry College Charter School of Education and Human Sciences will be dramatically different from current practice. The three-year time line made it possible to conduct the type of transition activities necessary to facilitate large-scale organizational and academic change. This was not another soft-money project or set of activities to supplement the college. The current teacher education program was completely dismantled, and in its place is a twenty-first century-oriented teacher preparatory program. By design, it would be impossible to resort back to our previous organization or academic program. Current budget and personnel resources devoted to the present program have been reassigned and reallocated to support the Charter School of Education and Human Sciences.

Georgia is a partner state in the efforts directed by The Commission on Teaching and America's Future. As a partner, the resources are available in the state to build a consortium with policies for approving programs, licensing teachers, and rewarding expert veteran teachers. Standards are being developed to align emerging student standards with professional accreditation (NCATE), beginning teacher licensing assessments using INTASC Standards, and advanced certification of accomplished practice through the National Board for Professional Teaching Standards (NBPTS) (Darling-Hammond & Ball, 1997). Berry College is one of two private liberal arts colleges in Georgia accredited by NCATE. The time is now and the groundwork in the state has been done for a Charter School of Education and Human Sciences to grow successfully and to thrive.

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Do I Want To Be A Teacher?
Goals and Reflections of
A New Orientation to Education Course

Mary C. Clement
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As the Charter School of Education and Human Sciences at Berry College implements its new teacher education programs for early childhood, middle grades, secondary, and P-12 undergraduates, the first course offered was Education 102, Orientation to Teacher Education. In this course, students are presented with information about how to become a teacher and what the profession is like today. In addition, through readings, discussions, and reflective writing assignments, students are asked to explore their interest in, and commitment to, becoming a teacher. Twenty-four students completed the course during the fall semester, 1999, and their writings indicate strong desires to pursue teaching careers.

Teaching may well be the only profession where young people have the opportunity to observe a practitioner at work for 13 years before deciding to enter that profession. Having witnessed some of the realities of the work of the classroom teacher, many young people say that they would never choose this occupation. Others may have been impressed with a favorite teacher who encouraged them to pursue a teaching career, while some are truly uncertain about how to use their college degree and are considering teaching as a "safety net" for post-graduation.

Virtually everyone has heard the myths about the profession. "Those who can, do, and those who can't, teach." "Get your teacher certification because you can always fall back on that after you start your family." "It's an easy job– 8 to 3:30 and three months of vacation a year." "There's a teacher shortage. You will definitely get a job." Teachers and teacher educators know these statements to be myths because they have studied the ever-growing knowledge base of teaching. Practicing teachers know the long hours and frustrations of trying to teach more and more material to an increasingly diverse student body. The public continues to make increasingly loud cries for skilled, competent teachers and the public's scrutiny of teaching may be very stressful to the teacher. Even after witnessing the "on stage" work of a teacher for 13 years, it is not surprising that college freshmen may not understand the complexities of teaching as a career.

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Need for Teachers and Teacher Education

In What Matters Most (National Commission, 1996), a clear call is made for qualified, competent teachers. Students deserve qualified teachers, and research continues to support the teacher as the most critical variable in student achievement (National Commission, 1996). The need for new teachers exists because of veteran teacher retirements, new teacher dropouts, more students to teach, and mandates for smaller class size (Clement, 2000). In addition, shortages may exist in fields with ever-increasing student needs, such as special education and bilingual/ESOL programs (American Association for Employment in Education, 1997).

To meet the supply and demand of schools for new teachers, colleges of teacher education have great responsibilities. Just how does a teacher education entity, be it a school of education in a private college or a college of education in a large public institution, go about preparing these competent, qualified, professional teachers? Once a teacher preparation program is in place, how does one attract students to the program and provide the students with a sufficient amount of material to understand the complicated process of learning to teach? As veteran teachers have often quipped, "If the college had told me everything about teaching in the beginning, I would have changed majors immediately." The task of creating strong programs to certify teachers can indeed seem daunting. However, the task must begin somewhere, and a new orientation to education course is a most logical beginning point for a new program of teacher education.

Design of the Orientation to Education Course

History of the New Program

Margaret Mead's quote, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it's the only thing that ever does," could certainly describe how a small group of committed teacher educators have rewritten and changed the curriculum of their school of education. By fall of 1997 at Berry College, a grant had already been secured for assisting in the re-design of teacher education programs for early childhood (P-5), middle grades (4-8), secondary (7-12), and P-12 education programs. Meetings took place throughout that school year and in the summer of 1998 to make decisions regarding the purpose and goals of the new classes. In essence, the syllabi for all old/ongoing classes were read and then the new goals and purposes were developed and written for the new classes by teams of faculty and the dean. New classes were designed to eliminate overlap in classes and to meet school of education, state of Georgia, and national standards in teacher education. Integral points of the new program include integration of English for Speakers of Other Languages (ESOL) in the teacher education sequence, classes that are blocked and team-taught by professors, and a year-long student teaching experience. In addition, students of the new program will be required to complete an experience in a culturally diverse setting, such as student teaching abroad, a Maymester abroad, or a Maymester in an urban setting with students of limited English proficiency.

The Purpose and Goals of the New EDU 102

The purpose of the new EDU 102 is basically two-fold. The course is to provide orientation to the Berry College Charter School of Education and Human Sciences programs in early childhood (ECE), middle grades (MG), secondary, and P-12 programs. Secondly, students will learn about how to become a teacher, what the profession is like today, and explore their interests in teaching.

As stated in the syllabus, the goals for the class are as follows:

The student will

1. gain awareness/understanding of the self, reasons for becoming a teacher, of oneself in relationship to, tasks, role, and the school year of the teacher.
2. learn about attributes of effective teachers and understand that a teacher is enthusiastic for the subject matter content.
3. become aware that a teacher is a reflective practitioner who seeks to grow professionally by self-directed learning, learning as ongoing practice, and appropriate professional practice.
4. be aware of social and demographic changes in school and community populations, including linguistic, cultural, and ethnic diversity.
5. receive orientation to the teacher education model/Charter School of Education and Human Sciences.

To further clarify these broad goals, the syllabus states expected outcomes that the student will be able to do at the end of the course.

The student will be able to

1. reflect on their choice of teaching as a career.
2. examine through writing the relationship between attributes of effective teachers and their own personal choice to become a teacher.
3. locate and organize resource information about current educational statistics regarding changing demographics, including targeted populations of language minority students.
4. articulate basic components of the charter school curriculum in their own words.

An unwritten "goal" of this course is to combat the myths of teaching – that it is an easy major, for the least qualified of candidates, and that "anybody can teach." The designers of the course, professors representing each of the teacher education programs, were unanimous in desiring a course that was clear about the realities of teaching, as well as the demands of the teacher education program, all while encouraging the best and the brightest to consider the profession. It was also clearly desired that this course was designed for freshmen, as they needed to be aware of the teacher education program as early as possible in order to plan their four-year program.

As a follow-up decision to the course being offered to freshmen, it was decided that no other introduction to education course would be accepted from another community college, college, or university in lieu of EDU 102. Therefore, all transfer students would need to enroll in this course their first semester on campus, in order to understand the program.

As early as the summer, 1998, it was decided that the course would be a one-credit course and that students would receive a letter grade on the scale of A-F rather than a pass/fail grade. In the spring, 1999, the instructor suggested a textbook that met with general agreement and was adopted. The text, *Becoming a Teacher in a Field-Based Setting*, is a Wadsworth publication written by Wiseman, Cooner, and Knight (1999).

Essential Questions

In *Exploring Teaching: Reinventing an Introductory Course*, Feinman-Nemser and Featherstone (1992) explore the need to organize an introductory education course around essential questions. Their essential questions are, "What does it mean to teach school?" "What are schools for?" and "What do teachers need to know?" (p. vii). The three essential questions that have developed from the goals and objectives of our 102 course are, "What do teachers do?" "How do I become a teacher at Berry College?" and "Do I want to be a teacher?" As students construct their answers to these questions, they explore the professionalism of teaching, the accountability movement, the needs of today's students, and the concept of the teacher as a part of a learning community. Students learn that teaching has its own vocabulary and that becoming conversant with the trends and issues in the profession is a starting point for being an active learner.

What Do Teachers Do?

Getting Started

The first day of class is a crucial one, as it sets the tone for a class and provides the opportunity for the professor to model how to start a class. In 102, the class begins with students making name cards and introducing themselves to the class. After introductions, students are asked if they know the names of the five people seated closest to them. If not, they have to re-introduce themselves to that group. With small classes (fewer than 20) students must prove that they have learned everyone's name. Students are asked to exchange e-mail addresses or phone numbers with at least two other people so that they have a "study buddy" to turn to for notes and assignment questions. As the professor for this class, I then ask students if they knew the names of everyone in their high school classes before college. A discussion follows about the need for the teacher to know the students' names, no matter the grade level, and about the students' need to know each other's names. In both 102 sections during the fall, 1999 semester, students themselves brought up the idea that in schools with recent violent shootings, the shooters tended to be students who didn't fit in with the mainstream. "If every teacher made a point to make students know and include each other, would that be a small step towards combating student isolationism?" was the question then posed to the group. To further enforce the importance of getting acquainted, students are asked to complete "Tell Me About You" (Canter, 1995), which asks them about their favorite books, movies, TV shows, and goals.

Personal View of Teaching

The first chapter of the 102 text (Wiseman, 1999) is devoted to helping students develop a personal view of teaching. Class discussions ask students to describe their favorite teachers, and how these teachers may have served as role models to them. The focus from favorite teachers then turns to the questions about characteristics of effective teachers. What made your favorite teacher an effective teacher? Did your teacher have "with-it-ness" as described by the book? Did other students like this teacher?

The first written assignment for the class is to identify and describe a favorite teacher, naming three specific characteristics that made him/her the favorite teacher, as well as explaining why those characteristics are important to good teaching. Since some students may not have a favorite teacher, the alternate assignment is to write a description of their overall education, describing critical elements that made their education what it is and why those elements are important to the education of others.

Most students chose to write about a favorite teacher and did so in glowing terms. One student wrote about a high school teacher and indicated that she would send him the essay after it was graded and returned. Many students wrote about elementary teachers who "knew them as individuals" and who took a special interest in them. One student wrote about a teacher who then became a friend and about how hard it was to then resist calling the teacher by her first name. Several wrote that they want to be teachers "just like" their favorite teachers – by going the extra mile for students, by counseling students about personal problems, and by helping them to feel good about themselves and school. A typical description of a favorite teacher follows:

> As an elementary student, I was eager to learn and Mrs. D. always had high expectations of me. She always kept me focused so I could push harder and accomplish my work faster and more efficiently. This characteristic is important in order to be a good teacher because the students must be challenged before learning anything.
>
> Mrs. D. helped me learn that humor and laughter are important qualities of a good teacher. She always made learning fun and comical by using hands-on activities, puzzles, games, and trick questions.

Of the 24 students in the first sections of the course, two chose to write about their education in general, rather than a favorite teacher. One of those two ended her paper with a poignant quote, indicating that she wished she had experienced a favorite teacher. "I hope one day one of my students will go on to college and write this essay about me, instead of their general education, but that's pretty far down the road." These students really do want to make a difference and impact students in a positive way, as a favorite teacher did, or perhaps because a teacher didn't reach out to them.

When asked on the mid-term exam to list three characteristics that make an effective teacher, students' responses were thorough and very positive. Their answers included:

- commitment to the students and their learning
- ability to monitor a student's learning
- ability to think about teaching and learn from experiences
- knowledge of their subject(s)
- high expectations for their students
- participation in learning communities
- patience
- organization
- caring

What Teachers Do

Through writing about their favorite teachers, students begin to see a picture of what teachers do. As a professor, I stress that one of a teacher's most important jobs is to get to know students and to be accepting of today's children. Since the Wiseman text devotes an entire chapter to "Describing the Status of Contemporary Children," the students are exposed to current data and information about their future students. When the class gets to this chapter, they are divided into three groups, and each group is assigned one-third of the chapter to read. After reading their section of the chapter, the groups will then decide how they can share the facts and important points of their reading with the rest of the class. Most groups decide to write salient points on an overhead transparency and then present their facts to the class. Some make a poster with relevant facts to present.

The group presentations of this chapter are important for two reasons – the facts being presented are important, and the 102 students get a chance at being in front of a class, assuming a role of a teacher. The students make long lists of facts that paint a challenging, somewhat negative picture of today's students. They share that they simply did not realize how many children live in poverty, come from abusive homes, or suffer from neglect. Several students expressed surprise at the number of non-English speaking students that they may encounter in their classrooms. When writing a non-graded feedback paper, one student even wrote, "I don't like the idea of so many Spanish-speaking students in my classes." It is much better for this student to realize that the student population will be diverse, than to be surprised in student teaching or in his/her first job, when it would be easy to claim that college did not prepare him/her for this "real world." Also, awareness of student diversity in the orientation class is the first step for helping this student learn tolerance later in the program through a Maymester or study abroad semester.

Bringing a Teacher into the Class

Professors of education have been known to say to each other, "Students just don't believe us, but they do believe practicing teachers." For this reason each section of 102 had at least one guest speaker who was a practicing teacher. The teacher who spoke to the classes gave a presentation called simply, "What teachers do." She read a short children's book to the class and talked about how teachers need to gather materials throughout their careers. She made a poster that

outlined a typical day in an elementary school and compared this to a middle school and a high school. She told students what their first field experiences would be like, as she had worked with many practicum students in her 20-year career. She finished her talk by sharing how truly exciting it is to witness a student's personal growth and to know that you, the teacher, were responsible for that learning and growth. She encouraged everyone who remained undecided about a teaching career to visit schools and talk with teachers. Students commented that this teacher was very inspirational and that her talk was very "down-to-earth."

After hearing the guest speaker, the students read about how teachers must establish a successful classroom environment, organizing students, time, materials, and even the physical arrangement of the classroom. Students learned about "on-task" and "off-task" behaviors and were introduced to classroom management plans with rules, positives, and consequences.

What Constructivist Teachers Do

With regard to "what teachers do," two classes were spent reading and discussing how teachers approach classroom instruction. Students not only studied teacher-centered and learner-centered approaches but also had the opportunity to learn about the constructivist approach to teaching. In one class, students arrived at class to find large posters on their tables. In groups of four, they were instructed to write what they knew about what teachers do, and to write about what they would need to learn if student teaching started tomorrow. The students wrote that they knew that teachers

- needed a degree
- were always learning
- did not have easy jobs
- had homework
- were responsible for children
- organized the classroom
- had to know how to discipline
- were patient and encouraging
- had knowledge in all areas

If student teaching started tomorrow, these students indicated that they needed to know

- how to teach students who don't speak English
- how to accommodate students' special needs
- more general subject-matter knowledge
- techniques for disciplining students and classroom management
- the appropriate curriculum
- how to make lesson plans
- about the community and parent support
- child psychology and how to keep kids focused

The "know/want to know" charts were then used to explain to the students that assessing their students' prior knowledge and building upon it by letting

students discover what they want to know is a start to having a constructivist classroom where students research and build their own knowledge. Secondly, the "want to know" items were separated into the courses where the students would learn these topics. For example, the ESOL courses would teach how to teach students with limited English proficiency. The educational psychology courses would help the students learn how students learn and how to accommodate special needs. Obviously, curriculum, instruction, and classroom management would be covered in the newly blocked curriculum and instruction class and instructional management.

How Do I Become A Teacher?

Gaining Admission to the Teacher Education Program

Even though the guidelines for admission to the teacher education program are stated in the undergraduate catalog, it is very important to clarify and give examples of these guidelines in the Orientation to Education class. For this purpose, the two pages of the catalog are photocopied and given to the class as a handout. Copies of the Praxis I registration form and study guide are brought to class, as students need to realize that they cannot be admitted into teacher education without first passing the Praxis I or being exempted from it by the appropriate SAT or ACT scores. Students are shown the Field Experience Handbook and told that the official application for admission to teacher education is in that handbook and that they will need to make their application for admission during their next education class, the first semester of their sophomore year.

Since students are made aware that they cannot become certified teachers without passing the Praxis II test, copies of the Praxis II study guides are also brought to class. Students are genuinely interested in knowing the details of the final "high stakes" test for teacher certification.

In addition to the Praxis tests, copies of the personal affirmation section of the Georgia teacher certification application are brought to class. Each student receives a copy and is asked to read the three statements relating to conviction of a felony, misdemeanor, or other criminal, immoral, or unprofessional conduct. If a student feels that something from his/her past will prevent him/her from answering "no" to each of the personal affirmation statements, then that student is encouraged to see the professor, the director of student teaching, or the dean before continuing in the class. In class, I share examples of what students must declare when they complete this form for certification, such as a DUI violation, a drug use conviction, or even a fraud conviction for writing bad checks. It is hoped that students see the questions as ones which typify the ethics that are part of the teaching profession. On a very practical note, students need to know that even if they complete the teacher education program with wonderful grades, they may be denied certification because of their responses to these affirmations.

Students seem somewhat surprised by this affirmation section of the teacher certification paperwork, yet in my two years as certification officer, two of our students did have to mark "yes" to at least one of the statements at the end of

student teaching. One of those students reported that she did not know that her past record might deny her a certificate. It is far better to include this material in the orientation course so that students are aware.

Is Teaching a Profession?

Three of the last classes of the course are devoted to schools and the community, relationships with parents and other partners, and professionalism and associations. Using readings in the text as a basis for discussions, students discuss how their schools had partnerships with the community and how their parents worked with their teachers. Students always agree that the link to parents is an essential one, as is the outreach to create positive public relations with the community.

To begin discussions about professionalism, I ask students if they knew of any "scandals" or problems that teachers were experiencing in their schools. Students have interesting answers to this question! They report incidents and say that even as elementary students they knew what teachers were saying "behind each others' backs." Is this professional? Will you do this as a teacher? What did you know about your principal? The superintendent and board? How much should students know about the school administration and how can teachers minimize the "grapevine" effect of rumors? Again, the students in the 102 class were very positive about how they will be professional when they assume their teaching roles.

In addition to professional behavior at work, students realize that they will need to be lifelong learners to be teachers. The teachers' unions are discussed, as well as the honor societies in education and the subject-matter specific organizations. Students seem a little surprised by the cost of membership, and after quick calculations they realize that they will probably spend several hundred dollars a year on these memberships. I remind them that they will probably spend several hundred dollars a year buying supplies for their own classrooms, too. "Did our teachers do that?" they ask. "Yes, they did," is the answer. It's all part of being a teacher.

Do I Want To Be A Teacher?

Second Paper

The second paper of the course, which is turned in near the end of the semester, is an assignment to be titled, "I want to be a teacher because ..." or "I do not want to be a teacher because ..." In this paper, students are instructed to write four reasons to support their argument. They may include personal strengths or attributes that they bring to teaching.

In the fall, 1999, class, all 24 students reported that they wanted to be teachers. Of course, it is recognized that some may be writing this because they think it is what the professor wants to hear, but their arguments seem sincere.

Reasons to Teach

Parkay and Stanford (1998) list five major reasons that draw people into the teaching profession: desire to work with children and young people, love of teaching, love of subject, love of the teaching life, and love of the teaching-

learning process (pp. 5-7). Morrison (1997) writes that people choose teaching for intrinsic rewards of helping, love of learning, public and professional service, love of teaching, and the desire to work with young people (pp. 21-22). Wiseman, Cooner, and Knight (1999) cite wanting to work with children, making a difference in their lives, and the ease of entry, exit, and reentry into the profession as primary reasons for becoming a teacher (pp. 6-7). They further state that "One future teacher in five reports a mother or father who taught at one time or is still teaching" (p. 7).

The students in the fall 102 class revealed similar reasons for becoming teachers in their second papers, as well as some other reasons. Their reasons can be grouped into the following categories:

1. Love children/want to work with young people (listed 12 times)
2. Want to make a difference/have a positive impact (listed 11 times)
3. Want to be a good parent (listed 6 times)
4. I have a passion for learning/a love of knowledge (listed 5 times)
5. Want to be a role model (listed 4 times)
5. Like the lifestyle/holidays/ease of entry and exit of profession (listed 4 times)
5. Want to improve the schools/nation (listed 4 times)
8. My parent was a teacher (listed 3 times)
8. Want to be a caregiver to children (listed 3 times)
8. Want to give back to the community (listed 3 times)
8. Teaching as a way to serve God (listed 3 times)
8. Love the subject matter (listed 3 times)

Reasons listed by only one student in papers included the following:

- opportunity to coach
- very stable job
- financial benefits/standard of living
- insurance and retirement

In Their Own Words

Quotes from the students' papers tend to paint the best picture of the reasons summarized in the earlier list. Since 50% of the students listed their love of children and young people, it is easy to find examples of this reason in their papers.

> ...I absolutely 100% love children. I worked as a gymnastics instructor for a little more than a year and I absolutely loved working with the kids. I tend to be happier when I am working with children because they are just so much fun to be around, and they look to me for answers and help.

> Becoming a high school teacher will allow me to spend a lot of time around young people. I know I will enjoy this because they are so full of energy and life.

Wanting to make a difference in the lives of children and hoping to have a positive impact on their lives is very closely related to loving children. The following quotes are typical of the students who wrote about this reason for becoming a teacher:

> I like the idea of someone being helped by me. I like being able to see the children that I taught being independent enough to handle themselves on the playground. The most important lessons I plan to teach my children are not math, science, or social studies; they are life lessons.

> Shootings, drugs, poverty, apathetic parents; they all encompass the lives of the children today. I love children and I want to provide them with a positive influence in the midst of a negative world.

Six students discussed how becoming a teacher would help them to have the time to be good parents.

> The final reason that I want to be a teacher is because I want to be a good father. I believe that a good father takes time out of his day to spend with his children. Being a teacher allows for me to spend a lot of time with the children that I desire to have.

> To me, teaching is the perfect job if you desire motherhood because it not only prepares you for it, but it is flexible, and compared to other jobs, works well with the family life.

The fourth most-commonly listed reason for becoming a teacher by this group of students was their passion for learning and their love of knowledge. Two good examples follow.

> Teaching art will allow me to not only share my passion with my students, but I will learn more as well because the teacher is always the person in the classroom that learns the most. I am particularly looking forward to this aspect of teaching because I want to fully develop my artistic skills.

> Finally, and maybe most importantly, I have decided to teach physical education simply because of my love for the subject matter. Sports, health, and fitness are fun and exciting for me. I enjoy staying healthy and active. To be able to stay active while teaching different sports and skills could not possibly sound more enticing to me.

Based on their papers, and class discussions, this group of students seemed to be a very caring group that felt a strong need to "give back" to their communities. The following quotes represent several of the additional reasons that students wrote for becoming teachers:

> Giving back to my community and my former teachers is another important goal that I have. I hope that, one day, I will be able to integrate all of these teachers' best points and let them live on in my classroom.
>
> I like to think that the leaders of tomorrow are shaped in the minds of today's children. Being involved in this process makes it (teaching) a worthwhile profession.
>
> When you help a child to succeed, you not only give them a hand up, but you also give all of a society a hand up. After all, the children will run that society one day.

Making the Decision to Teach

Several students began or ended their papers with excellent paragraphs about their decision to teach. Two examples follow.

> Even though it will be a long hard road, I am prepared to go as far as it takes to become a teacher and help the children of tomorrow. Orientation to Education enabled me to hear other students' reasons why they want to become a teacher, which helped me in my decision. The class also showed me what it takes to become a teacher, which helped ... in deciding my career choice.
>
> What could possibly be glamorous about wiping snotty noses? However, teachers do get to decorate bulletin boards with fun pictures. Who would want to spend eight hours a day raising someone else's child? Though, it would be pretty nice to have two months of vacation each year. After considering the positives and the negatives, I have decided to stick with my decision to be a teacher.... I want to be a teacher because they have so much potential to change lives.

Discussion and Conclusion

The fall semester, 1999, Orientation to Education class was indeed the charter class of the Berry College Charter School of Education and Human Sciences. This group of students will be the first to complete everything in the new program. They will be the first to experience the culturally diverse "Maymester" course, the first to be in blocked courses that are team-taught, and the first to experience a year-long student teaching practicum. They certainly merit our careful observation and study. Feedback from this group of students can help to improve the teacher education program at Berry College and may be informative to other colleges in reforming their teacher education programs.

Some of the first feedback came when the course evaluations were completed at the end of the semester. Many students complained about the fact

that the course was offered at 8 AM, even though they knew that as teachers they would have to be working by 8 AM or earlier in the real world. A few commented that it was a lot of work for a one-credit course. Some rated the intellectual stimulation of the course as somewhat lower, commenting that they just discussed what they already knew about teaching. A couple wrote that they didn't need this course, just the courses that actually taught them "how to teach." Some of the secondary and P-12 majors think that the course is geared toward the elementary majors and not meeting their specific needs, such as the teaching of music or the teaching of math.

Areas for Improvement

While one guest speaker was brought in, and the dean spoke to the class, the goal of team-teaching this class has not yet been realized. More planning and coordination need to take place for other speakers to address the group – practicing teachers, principals, and other professors. A valuable activity would be to have these freshmen paired via e-mail to a classroom teacher in their field. This pairing would allow the secondary and P-12 majors to ask specific questions in their field. While no field experience is planned for this course, that may be another area to consider for the future. The field experience might be limited to one school visit and/or a teacher interview.

As teacher educators, we know that there are always students in our classes who are convinced that they can teach without any formal training from us. We have to motivate these students and interest them in learning what we have to offer about the knowledge base of education. As I say to the 102 classes, "Learning to teach is like learning to swim–there are skills and strategies to master. Studying education is all about studying the water that you swim in. To be a strong professional teacher, you have to do both–know how to teach and be able to study and understand the schools you are swimming in." Getting students to do both is quite a task.

It would be very interesting to give the "charter students" a copy of their "I want to be a teacher because ..." paper at the end of student teaching and again at the end of their first two years of teaching and see their responses to their own writing as freshmen considering the career of teaching. Will this group feel that they are indeed "making a difference?" Will they still feel that they are role models and that today's children are our hope for the future? Will this group of teachers lead their colleagues to be more positive, caring, constructivist teachers? Can this group maintain their passion for learning and for their subjects? Only time will tell, and future research will help us to know the answers about how best to orient our students into the teacher education program.

Generalization for Other Schools of Education

How could other teacher education programs find our orientation to education course helpful and in what ways would other programs have unique needs? We are a relatively small program, producing about 100 teachers a year. If other schools chose to implement a new orientation course such as ours, they would have to look at scheduling very closely to see when and how to implement

the course, as well as looking at staffing needs. By keeping our numbers below 25 in a class, we can personalize the program from this first course, which would be difficult for a school with 800 student teachers a year to do.

A teacher shortage, at least in certain fields and certain geographic locations, seems eminent. To combat the shortage, many schools of education are looking at alternative certification programs, as well as increased post-baccalaureate enrollments. Students in post-baccalaureate programs and those seeking alternative certification may benefit greatly from an orientation to education course such as our EDU 102, since they may be entering teacher education with even more pre-conceived ideas of "what teaching is and is not" than the traditional undergraduates. Creating a course that sets the tone for a teacher education program, be it traditional or alternative, is important. Students need to know that teaching is a profession, that is not an easy major, and that they need to know their own personal reasons for pursuing teacher certification.

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The Evangelist and the Conscientious Objector – Using Research in Consumer Behavior to Maximize the Effectiveness of Faculty Professional Development in Technology

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Berry College

At Berry, we wanted to develop faculty who were leaders in technological innovation so that students in the educational program would come to automatize their thinking about the classroom environment to include technologically sophisticated instructional approaches. In considering faculty professional development, we relied upon findings from consumer research, particularly with regard to the rate of adoption and complexity of change for a new product. The program we created based upon our research considered a faculty member's individual expertise and attitude towards technology, from "evangelist" to "conscientious objector," and offered attractive, tangible rewards. Most faculty members responded by circumventing the usually slow process of technology adoption and becoming adept and creative users of technology in an incredibly short period of time. Moreover, professors who supervise field experiences report that most students have begun to integrate high-tech approaches to instruction in local classrooms without being prompted.

In the early years of the twenty-first century, one of the hallmarks of a successful program in teacher education is the extent to which its graduates are able to "go digital" in applying technological tools in the contemporary classroom. A major obstacle in equipping prospective teachers with the necessary expertise is that some faculty who teach them, for one reason or another, remain comfortably mired in a vacuum tube, analog culture. Because prospective teachers need to know how to use technology effectively in their area of certification *now*, there is some pressure on teacher education programs to bring faculty members online as quickly as possible. Of course, to build student expertise with technology, faculty must not only be able to model competence, but they also should be able to dance a little on the mountain top.

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To some teacher educators, the integration of technology has become a non-issue. After all, much data exists to substantiate that classrooms have computers and that teachers regularly integrate technology into instruction. In fact, 96% of teachers currently claim that they integrate technology in their teaching (Quality Education Data 1999), almost every school in the country (99%) has a computer lab and online access to the Internet (United States Department of Education 2000a). The Tenth Planet Teachers & Technology survey (1997) found that 91% of K-6 teachers said that they use computers, while over half claimed to use "computers, video and other electronic media" **regularly** to teach concepts (U.S. Department of Education, 2000b). However, as Baines, Deluzain, and Stanley (1999) have noted, there is more to the story than such seemingly incontrovertible evidence suggests. When they personally visited and videotaped the classrooms of almost one hundred secondary teachers over the course of twenty-four months, they found that, in actual practice, very few teachers ever attempted technological integration of any kind. The disparity between teachers' reported uses of technology (96%) and their actual usage (4%) is nothing short of staggering.

One possible explanation for the discrepancy between reported and actual uses of technology is that teachers have learned to espouse the virtues of technology without going to the trouble of logging on, or even plugging in. When the classroom door is shut and the support of peers and professors has vanished, many teachers revert to what is familiar and easy. It does not help matters that many teacher education programs still depend upon a single course in technology (usually entitled something like "Computer Applications in Education") to give students a sense of the myriad possibilities for technology in the classroom. Unfortunately, such single-shot exposure is often accompanied by little reinforcement from other courses or professors.

For a preparation program to help cultivate students who are comfortable working with the newest electronic tools, it must foster a kind of learning that extends beyond the ivy-clad walls of the college campus. Most one-shot courses will accomplish little in producing an enduring change in a teacher's instructional style. Ideally, a prospective teacher should be continually exposed to learning environments where instructional innovation is the norm. When professors across a program model technological innovation, students may begin to **automatize** their thinking about teaching and learning to include technology (McCutcheon, 1994).

Developing a corps of technologically sophisticated faculty in teacher education is fraught with difficulties. As Schoon and Weber (2000) have noted, a growing concern is that "as some faculty sit back and continue to evaluate or completely resist the new technologies now being purchased by many universities, students will fall further behind in today's highly technological society" (592).

A perusal of recent literature (Hayes and Jin, 2000; Means, 1996; Parker 1997; Southeast and Islands Regional Technology Consortium, 1998) reveals that the dilemma of faculty development with technology has been framed from an administrative, higher education perspective. That is, most of the suggestions and

solutions for faculty development involve top-down decision-making, which may include required workshops, mandated alterations to syllabi and assignments, forced mentoring, or some combination of coercive and/or voluntary procedures.

At Berry College, we wanted a faculty who were at the forefront of technological innovation, but we decided to pursue this goal by focusing on attitudes rather than on the technical aspects of professional development. We decided to make technology adoption a personal decision rather than a compulsory one. Research describing ways to alter attitudes and influence behavior are commonly found in the fields of psychology and marketing. The intersection of psychology and marketing is the domain of consumer behavior.

Consumer behavior was an appealing metaphor for faculty development with technology for a number of reasons. Because we did not want to create a cohort of teachers who could "talk the talk" but who could not "walk the walk" (Baines, Deluzain, and Stanley, 1999), we were interested in the actions of teachers after the classroom door was closed. A fundamental goal of research in consumer behavior is to help determine what motivates individuals to purchase and utilize certain products. Secondly, we wanted to focus upon ways to reach technology-resistant faculty (the conscientious objectors). Volumes of studies in consumer behavior have been designed to analyze the different rates of adoption among various different kinds of consumers and the kinds of selective appeals that attract these diverse segments. Finally, we wanted to assess the best methods for bringing about an enduring change in attitude. Not only did we want faculty to begin using new instructional strategies, we wanted them to become prescient and effective harbingers of technological innovation. Instead of consulting the somewhat muddled findings of faculty professional development with technology in higher education, we adopted and adapted strategies derived from research in consumer behavior.

Rate of Adoption

In most cases, the decision of a faculty member to adopt technology is more complex than spontaneous acceptance or rejection. According to Bourne (1977), a potential user of a new product goes through a particular, predictable sequence in deciding to adopt it. The stages are as follows:

Awareness
Information
Evaluation
Trial
Adoption

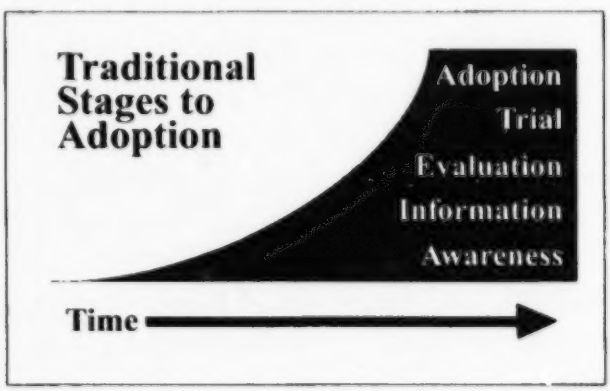
At any of the above stages, a consumer may decide against adoption if the product does not provide an obvious benefit.

During the awareness stage, a faculty member understands that certain technologies exist and that they are being used somewhere in academe by a cadre of peers. However, he/she does not have or does not want to have any

more than a fuzzy understanding. The information stage is marked by an increase in the general level of interest in things technological and a very casual gathering of data. At this stage, the professor becomes cognizant of ads for computers in newspapers, pays special attention to high-tech presentations at conferences, and might even begin to pick up brochures on particular computer products.

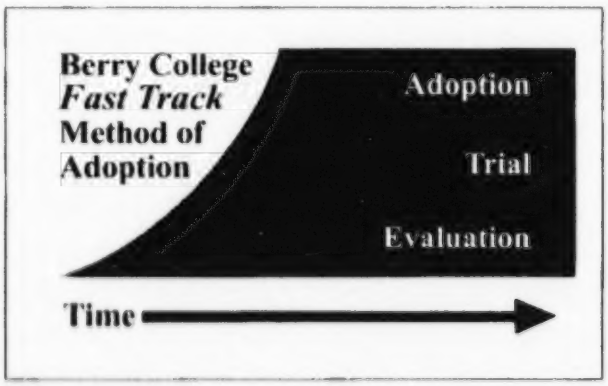
In the evaluation stage, the professor has reached the point where he/she begins to mull over some of the possible scenarios that having new equipment might engender. "Would my teaching become more effective? Would the content seem more relevant? To what extent would changes in instructional methodology alter curriculum? Student participation?" In the trial stage, the professor actually seeks out opportunities to "try out" a variety of machines. He/she might go to a retail store and type on some keyboards, ask peers their opinions about brand differences, and venture into various computer labs to explore the possibilities.

In the trial stage a professor begins to actually use the new product. In fact, some may choose to buy a computer without even coming to a decision about whether or not he/she will use it much. For a relatively inexpensive consumer product, 15 or more years is not an uncommon period of time to journey from awareness to trial. For a more expensive product, such as a computer, the period of time leading up to the trial phase could be even longer. The chart below explicates the relationship between time and stages of adoption.



Obviously, faculty development in technology cannot wait 15 years. For generations, manufacturers of consumer products have understood the value of minimizing the downtime of the first three stages of new product adoption–awareness, information, and evaluation. That is why free trial boxes of cereal, shampoo, and other products show up from time to time in your mailbox. In fall 1997, our college applied for a three-year grant from a telecommunications and technology company to help minimize the time spent in the stages from awareness to trial. Because we understood that some faculty were still very reticent about using computers, we made integration of technology into classroom teaching a cornerstone of the grant.

Fortunately, our initiative was funded. The only stipulation made of faculty who received new equipment–desktop computers, notebook computers, or software–was that they use these new technological toys in their teaching. In a matter of weeks, after news of the funded grant was broadcast, every faculty member in the school had submitted a request for new equipment and software. Simultaneously, the dean purchased several projection devices so that presentations created on a notebook computer could be shown in class. Thus, with one sizable injection of money and a voluntary system of sign-up, the three initial stages of adoption–awareness, information, and evaluation–were circumvented. Faculty had no need to gather information or evaluate various models of computers because they received whatever they requested immediately without spending a cent. The chart below graphically depicts how the grant allowed us to create a "fast-track" to adoption.



Complexity of the Innovation

Consumer researchers have found that an individual's perception of the complexity of a change has a dramatic effect upon how quickly a new product is adopted. Generally, the greater the complexity of a change, the more resistance to change will be encountered. In terms of complexity, change could materialize in three ways:

(a) change in equipment,
(b) change in technique, or
(c) a simultaneous change in both equipment and technique.

If a new, critically acclaimed textbook on teaching history at the secondary level is published, a professor who teaches prospective teachers of history may want to consider requiring the text in his/her social studies methods class. Such a change would constitute a relatively simple "change in equipment," and the other tools of teaching would not necessarily be affected. Having students purchase the new textbook would likely not affect seating arrangement or instructional methodologies.

If the innovation requires a change in technique, however, the changes to be considered get a little more complicated. A change in technique might mean a change from a lecture and discussion-dominated format to an instructional style that integrates group-learning, student presentations, and choice among various projects.

The third level of complexity occurs when an innovation requires a simultaneous change in both materials and technique. At this stage, the professor of secondary social studies must re-conceptualize both the content and delivery of the course.

Perhaps unsurprisingly, faculty can perceive the complexity of change augured by emerging technologies in radically different ways. Many new textbooks now come with accompanying CDs that offer pre-fabricated Power Point presentations on certain topics or software that allows struggling students the opportunity for self-guided remediation. As a result, some professors view technology as a supplement to the textbook, that is, they think of technological innovation as a potential change in equipment. Professors who view technology as a change in equipment see no need to alter their usual instructional style.

However, most faculty view technology as a change in technique. The most common manifestation of this view is the redesign and rewiring of college classrooms. Instead of a blackboard and chalk, the updated classroom sports a white board, projection device, a desktop computer, access to the Internet, VCR hookups, a quality sound system, and a plug-in for a notebook computer. In general, professors who think that computers require a change in technique spend a great deal more time reworking and rethinking a course than those who simply switch textbooks.

Intuitively, it would seem that the drastic advances in technology would be best served by a full-scale reconsideration of both equipment and technique. However, the complexity of such monumental change might overwhelm those among us who also must teach three or four courses, serve on committees, and supervise student teachers.

Imagine a faculty member who is the world's authority on the teaching of middle grades language arts, but who's also a little behind the technological curve. Such a faculty member may be pushed to not only use a computer to create tests, but to read and respond to e-mail messages, to download information from the Internet, and to learn how to navigate an electronic gradebook. In addition to such "changes in equipment," the faculty member may have been urged to integrate computers in day-to-day teaching, to create a "web presence," and to require more technologically sophisticated projects of students. For such a faculty member, the learning curve may appear so steep as to make effort seem futile. Yet, this is the baseline–the complete re-conceptualization of curriculum and instruction–at which most educational reformers suggest that faculty in higher education must operate.

Altering the perception of complexity

We identified our biggest challenges in professional development as the perception of complexity and faculty anxiety over prospects for change. A top-down approach was rejected in favor of low-key, grassroots approach. Our goal was to make professional development inviting, seemingly effortless, and highly relevant. To this end, we quickly set up two initiatives: (1) a set of voluntary professional development seminars offered at a variety of levels of expertise and (2) course release time for faculty who pledged to significantly re-tool their courses.

To encourage attendance at seminars, we sometimes enticed faculty with free food, free books, or other incentives. The majority of faculty wanted to learn about operating system basics as well as the intricacies of particular software programs. About half of faculty had absolutely no experience with computers. An instructional technologist was hired to work one-on-one with faculty to help ease the implementation of the new technology. In a campus-wide survey on technology given at the end of year one, several faculty noted the additional time required to become adequately acquainted with the new toys, yet in every case, the faculty member noted that the time, effort, and "disequillibrium of learning a new way of thinking about learning" (as one professor put it), was worth the accrued benefits.

The procedure for requesting release time was as simple as bureaucracy would allow–a one-page form detailing the request, the relevant course, and the expected outcomes. Several faculty members took advantage of the offer for release time and were given a reduction in teaching load to rethink and rework their courses by integrating technologies that could enhance course content. All faculty who received release time were asked to document their findings, integrate innovative technological applications in their courses, utilize technology in communications with students, and require students to use technological tools in fulfilling course requirements. Although reports from faculty varied widely, most agreed that the opportunity to focus upon technology for an entire semester gave them a chance to lay a foundation for future expansion of technologically enriched teaching.

Expediting Technology Adoption

A recent survey of the kinds of assignments required in courses in the teacher education program confirms that most faculty members now expect students to move beyond the "technology as toy" phase and become competent users of technology. Samples of student work–CD-ROMS, multimedia unit plans, streaming videos, webpages, presentations–attest that most students have become innovative producers of technology. In other words, students have moved from learning *about* technologies to enhancing instruction *through* different kinds of technologies.

The levels of technology adoption and integration by the faculty can best be classified into three groups: Evangelist, Balanced, and Conscientious Objector. The

evangelist group, about 22% of faculty, includes professors who have moved from little or no technology usage to full adoption, including many who insist on trying out a new approach at every class meeting. These are the innovators and early adopters, usually younger professors who have enough confidence to try something new. The following response in a recent survey of the faculty typifies this group:

> "I think students expect us to use technology as the main mode of instruction now. When we first were all using it, I think they were frustrated with us 'learning' on them! Now I feel funny if I don't use some form of technology in a class. The students appear to appreciate the note pages I hand out, so we can focus on the verbal information and interaction without having to worry about writing down every word. I'd like to infuse more technology with different types of software and applications that are used in the field."

Other "evangelists" have moved their course information to the web, taken technology leadership roles in national organizations, acted as consultants for international publications, and begun to share what they have discovered with other faculty. Some "evangelists" continue to seek new and innovative ways of utilizing technology by trying out new approaches as a matter of course in their teaching. For example, one professor who only two years ago pronounced himself a "neo-Luddite" has recently started an online magazine in his field and routinely requires students to read and report on breaking news via his personal message board.

The "balanced" group is the largest group, about 68% of faculty. They consist of professors who are older, tenured, and comfortable with their established equipment and techniques. Faculty in this group may have taken years to integrate technology had it not been for free equipment, welcoming professional development, a friendly instructional technologist, and the fervent encouragement of the evangelists. Although not as groundbreaking as the evangelists, balanced faculty communicate with students and colleagues using e-mail, search various on-line databases for research, use some type of presentation software in their lectures, and feel that technology has helped improve their technique. A survey response from this group stated that "even though the infusion of technology in upper-level classes required a great deal of time and energy, the benefits to the students outweighed the inconvenience."

The "conscientious objector" group was a small percentage of the faculty, about 10% and could best be described as those that tried to incorporate technology and were not delighted with the time required to learn the new skills nor the results of their technological endeavors. Typical survey responses from this group were related to problems encountered with the equipment, how technology "distracted students," the lack of extended time for one-on-one training, and complaints related to technology services at the college. While the "conscientious objector" might rarely use technology, they did not actively

attempt to dissuade other faculty from using technology. Like Bartleby the Scrivener, in regard to becoming technology users, they simply "preferred not to."

Some Pitfalls of Program Design

Although the initiative to build faculty expertise with technology through first appealing to faculty attitudes was successful, our effort was not without difficulty. One obvious limitation was that funds to repair and replace equipment as well as provide notebook computers for new faculty positions were not available once the grant money was depleted. As has been the case over the past twenty years, rapid advances in technology seemed to create a situation of functional obsolescence with no path (or funds) for upgrades of older equipment. At the time of the initial purchase of notebook computers, the campus network infrastructure was rather fragile and would not easily support external devices (modems, or any form of dial-up access). This resulted in a tool of restricted utility, one which faculty could use for slide shows and word processing, but not much else. Eventually, network interfaces were purchased and provided on a check- out basis for the notebook computers, enabling them to be used for e-mail and Internet access.

However, faculty members began requesting sophisticated accompanying technologies such as projection devices and the ability to hook the notebook computer to the Internet during class. Although mining for dollars to fund projects is a tricky enterprise at best, the enthusiasm of faculty made the task tolerable. So, with a little effort, we managed to find a little more money for the projection devices and network drops.

Recently, some faculty members have begun to complain about the limitations of some of the equipment and software, now almost three years old. On the positive side, such complaints are evidence that substantive changes in equipment and technique have occurred among faculty. After all, a faculty member would desire a more powerful computer and more flexible software only after he/she has learned the boundaries of their existing equipment by pushing them to the limit.

Conclusions

Some ridiculous claims have been made on behalf of emerging technologies by educational reformers, who at times, have shown considerable enthusiasm about the prospect of replacing the all-too-human teacher with the latest machine (Baines, 1997). In their time, radio, television, film, video, and even the overhead projector have been heralded as inventions that would signal a fundamental change in what it means to teach and learn. Still, here we are, a few thousand years after the death of Plato, a hundred years after the death of the Lumiere brothers, still bound and defined by human relationships. Technological innovation does not negate the need for messy, imperfect, sublime teacher/student interactions; it only offers another way of enriching the quality of the learning environment.

Computers are different from previous technological innovations in that they offer the capabilities of several media–film (digital video), radio (Internet stations), print (almost all of the top newspapers and magazines in the country have a web presence), and television (cable television and the Internet have merged into an integrated medium via WebTV or similar enterprise in many areas)–in a single device. The accessibility, speed, and volume of information available over the Internet make the computer a teaching tool of immense power. For example, a teacher of English can download Shakespeare's complete works, his biography, paintings depicting most of his characters, photographs of where he lived in England, diagrams of the Globe theater, films, and musical scores based upon his plays, and other information in less than an hour off of the Internet. In this manner, knowing how to use the computer towards a specific instructional goal can substantially enhance the curriculum and the basis for student interactions.

At Berry, we wanted to develop a faculty who were leaders in technological innovation so that students in the program would come to automatize their thinking about learning to include such approaches as a matter of habit. Instead of opting for a coercive, top-down approach, we acknowledged that faculty members were old enough and bright enough to make their own decisions. We took our cues from consumer research, and offered a voluntary program of development with attractive, tangible rewards based upon a faculty member's individual expertise and attitude towards technology–from "evangelist" to "conscientious objector." Most faculty members responded by circumventing the usually slow process of technology adoption and becoming adept and creative users of technology in an incredibly short period of time. Correspondingly, professors who supervise field experiences report that most students now integrate high-tech approaches to instruction in local classrooms without being prompted.

Although we are fairly happy with the results of our efforts, we are also cognizant that the rate of change in technology is unceasing. As we continue to push the boundaries of the possible, we will not only keep an eye on the latest and greatest machines, we will also stay meticulously attuned to the beliefs and attitudes of those humans who are the touchstones for teaching and learning.

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Multicultural Teacher Education in the Charter School of Education and Human Sciences: Turning Good Students Into Better Teachers

Wade A. Carpenter Steven Bell
Berry College

The existing multicultural education literature concentrates on dealing with bigoted, negligent, or apathetic future teachers. However, there has been a rather light treatment of approaches addressing receptive but naive students. There is even less on how to prepare teachers for diverse children in ways attractive to conservative Christians.

As Americans debate the issues of multicultural education, it is no doubt important to expose the misdoings of bigots. But we also need to explore approaches to preparing good people for teaching in a multicultural society. We in the teacher education program at Berry College have faced what may be unusual problems in this effort. Very seldom do we witness the overt racial bigotry among our students that so many professors report. We are in a beautiful place, among kindly people. The students we get in the teacher education program are with few exceptions altruistic, highly motivated, and bright. More to the point, most are *receptive*, and want to learn ways to help culturally and linguistically diverse (CLD) children who have been marginalized by society and its schools. But the dangers from and to these uncommon college students can be troubling. Although we have demonstrated success at preparing teachers for the general population, we are less certain of their preparation for success with minority children. We are now instituting a major revision of our entire teacher education program, with important elements directed toward improving their chances of success and ours.

The People, The Place, and the Problems

Founded in 1903 by plantation heiress Martha Berry to educate the poor children of the North Georgia hills, Berry College remains animated by its motto, "Not to be ministered unto, but to minister." Its mission statement was unique in being quoted approvingly in Goodlad's (1990, p. 118) study of places where teachers are taught. The atmosphere in our Charter School of Education and

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Human Sciences does little to reinforce chips on the shoulder, and the "eternally angry" can find it a very unrewarding place. We do have a share of "oppositional" students, and occasionally ugliness does surface, but most of the problems described in this paper come from the very admirable qualities of our students, and that can be the most serious circumstance of all.

These students take courses designed to "educate the head, the heart, and the hands." Because we understand that a strictly intellectual version of education is inadequate, the gatekeeping functions of the early courses in education and psychology and of the admissions process for the teacher education program have been effective in limiting the number of racist students approaching certification. All of our professional-sequence courses have dealt with issues of diversity, ranging from social foundations analysis to multiple-intelligences theory to constructivist and behaviorist theory and methods.

Unlike the national education professoriate, which has only about 5% of its members experienced in inner-city or highly multiethnic settings (Gollnick, Smith, & Huber, 1994), nearly all of our professors have many years' experience in such settings and bring with them a strong commitment to and understanding of CLD students. Our graduates cannot say that their coursework never gave them "Reality 101." On the other hand, Berry has few students or professors of color or cultural diversity. While we do not subscribe to the notion that white people cannot teach effectively about minority issues, we understand how important it is to have the input of a diverse faculty and student body and are actively recruiting. Nevertheless, at this point we cannot be optimistic about achieving a critical mass of African-Americans in the foreseeable future, and while we are currently exploring interesting avenues for attracting more Hispanic students, it is too early in the process to make any ambitious predictions. So for now, honesty requires us to focus on how white professors can teach white undergraduates about situations with which our preservice teachers have very limited experience.

Our graduates teach in a system that remains sadly inadequate, and the greatest tragedy of our present system is that so often it is the good teachers who allow a flawed system to go on, since they enable narrowminded, complacent, or stingy stakeholders to believe the system is "good enough." So although our existing program may be comparatively good, we have also decided to explore how to (1) better prepare our students to close the achievement gap through their own teaching, (2) inoculate our students against the pernicious influences of common practice without blinding them to the wisdom of veteran teachers in particular situations, and (3) empower our students to help improve the schools in which they will serve. To do so, we must deal first with three problems: naïveté, "certainty," and marginality.

Naïveté

Some of our students who come from sheltered backgrounds have difficulty coming to grips with worlds very different from their own. Happily, this kind of naïveté is usually addressed by content-rich courses taught by experienced professors who spend much time with undergraduates outside of class.

More challenging is the fact that, in some ways, most of our students are

NOT sheltered. Despite some appearances to the contrary, Martha Berry's vision is still very much alive here: Between one-half and two-thirds of our students are the first members of their families to enter college, and over 93% are here on some form of financial assistance–typically through our extensive on-campus work program. Theirs is a different kind of naïveté: an uncritical acceptance of the "protestant ethic" and of the Horatio Alger stories, made especially resistant by the fact that many of our students are Horatio Alger stories themselves! Berry has always been a place of hard work, and most of our students have earned much or all of their education. Unusually hard-working students are sometimes bothered when we suggest that the work ethic may not be adequate, and may even be a tool of exploitation. But even the most obtuse cannot deny that public schools serve identifiable groups, especially cultural and linguistic minorities, dramatically less well than they serve others.

"Certainty"

A more difficult problem arises from the fact that many of our students (although by no means all) come from conservative religious frameworks. This in itself is not the issue. It is quite possible to be theologically conservative while being politically and economically liberal or even radical (see *New Oxford Review,* John Paul II's *Sollicitudo rei socialis*, and the writings of F. D. Maurice and other Christian Socialists of the turn of the century for examples). What does sometimes become a major issue, however, is a pre-operational dogmatism, an ideology of easy answers (a.k.a. the "availability heuristic"), an epistemological certainty in the face of situational ambiguity, and a devotion to "the narrow way." A colleague has written an article entitled "Teaching Students Who Already Know the 'Truth'" (McKenzie, 1986) to counter simplistic application of proof texts, clever manipulation of data, misrepresentations of position, and demonization of opponents.

We have noted that even the most rigorously fundamentalist preservice teachers can be opened considerably by the combination of well-designed field experiences, course work, and personal contact used in tandem with a classroom approach that first relates to their own feelings of persecution by "the system." When professors acknowledge the pressures that people of faith, of whatever color, are under from the dominant culture, students find it easier to acknowledge the disadvantages faced by people of color, of whatever faith. Once we make the connection by honoring together the resistance to temptation by the devout and the resistance to oppression by the disadvantaged, much can be accomplished.

As McKenzie has pointed out, the fundamentalists too are motivated by care. Most of them truly care for "nonbelievers," but they do not necessarily respect them. We have learned over the years that if we show our students respect, they are more likely to respect us, and it is then possible to begin planting the seed of respect for others. Once a respectful attitude toward others is in place, it is not too difficult to instill a careful and questioning attitude toward sources of belittlement. Once that happens, it becomes possible for young people simultaneously to follow the God they profess and to doubt socially constructed "knowledges" that have been foisted upon them. It is usually possible to

discourage small-mindedness by engaging students in the search for truth with an attitude of magnanimity and a recognition of their life experiences (Carpenter, 1999). Thus, we can usually prevent the intolerance that some of our more aggressively evangelistic students bring to our early classes from appearing in their later classes. Most either moderate their attitudes or change majors.

Marginality

This leads to a problem which can prove the most difficult of all: How does one politicize the apolitical or the antipolitical? Sleeter (1993), Grant (1994), and Banks (1997) have made a strong case for the necessarily political nature of multicultural education; that exclusively pedagogical or "human relations" approaches to teaching disadvantaged children are insufficient. But many of our students "turn off" when politics enters classroom discourse. It would be facile to dismiss these students' rejection of politics as simply pre-experiential and pre-theoretical, much less racist or otherwise bigoted. So how may we influence those who have marginalized themselves from a political sphere they see as corrupt and corrupting?

First there are those students who emphasize personal salvation to the neglect of the social gospel. If these students are motivated by the care McKenzie describes, this is not too difficult. Jesus reminded us that there are *two* "Great Commandments": To love God and to love one's neighbor as oneself. It is not difficult to find enough scripture along this line to satisfy the most determined "Bible-thumper." Haughey (1977), Hood (1990), Elliott (1987), and Gay (1991) present helpful insights for those wishing to go beyond the scriptures.

But this leads to a related and more subtle problem: A common emphasis on personal character development and interpersonal relations to the neglect of social and community concerns. To put it in Sleeter's (1993) terms, our students do tend toward the "human relations" approach more than toward either the "multicultural" or the "social reconstructionist" approaches. In itself, that is not necessarily a bad thing. Albeit in different ways, both religious conservatives and minority activists share a strong desire to be as free as possible of oppressive communities (Maritain, 1938, 1943; Rice, 1993; Cooper, 1985; Delpit, 1993). While democratic hopes for a strong community based on the common will are valuable, it is also important to develop worthy individuals, and there is much to worry about in any multiculturalism that requires "group-think" of its adherents. It takes a great deal of effort to help future teachers begin to balance community activism and personal devotion. One helpful argument is to point out that however noble a teacher might be, the most venal of politicians can with the stroke of a pen do more substantial good for humanity than all our teachers put together–and our job as citizens is to see to it that they do. . . or at least that they do no harm.

We also must acknowledge that some teacher education students do not belong in the public schools, for reasons having little or nothing to do with the standard complaints of the multiculturalist literature. Some, after serious thought, still reject the distinction between "education" and "evangelization." This reflects a stream of Christian thought traceable through Martin Luther at least to the

second century (Marrou, 1948; Pelikan, 1971), and although it is to be honored, its adherents clearly belong in church-related schools. There are other pre-service teachers who do make that distinction, but who are fundamentally opposed to government's "messing with values." Their views may come from a principled adherence to well-established denominational belief, and an intelligent response to a power structure–including public schools–that these young people believe regularly demonstrates itself incompetent to deal adequately with morality. Commentators with civil rights credentials as impeccable as Campbell (1988), Peshkin (1986), and Provenzo (1990) have written with considerable esteem for and concern about this view, and it should be understood rightly. We at Berry are just beginning to explore how to incorporate private school considerations into our teacher education curriculum **without** lessening our commitments to public schools or betraying our ministries to the poor that form the *raison d'être* of Berry College.

Principles

We have found one principle that usually works, and one that usually doesn't. As McKenzie (1986) wrote, we here have found that an adversarial approach is almost always self-defeating. If "deconstructing whiteness" (Sleeter, 1994; McCarthy, 1994) means desacralizing the powers and principalities that oppress and dehumanize, it is a Jew's mitzvah (Bunim, 1984) and a Christian's vocation (Ephesians 6:12) to do so. But if it means "white-bashing" or romanticizing the oppressed, our students are not interested. Celebrationism and revisionism are both unsatisfactory: To celebrate or denigrate any group uncritically one has to ignore too much history (Herbst, 1980; Newman, 1998).

We have found a non-adversarial approach vastly more productive, for what may be cultural reasons. In the South, usually one doesn't get what one wants by insulting people (Brehm, 1966; Genovese, 1995). Of course, there may be instances in which confrontation is required (Bonhoeffer, 1953). But usually a "hermeneutic of humility" (Schlabach, 1994) is more productive. Even in an age of post-Aristotelian logics and postmodern critical theories, there may yet be a place for the simpler virtues of honor, respect, courtesy, and decency. The "shout-down" method of argumentation is terribly offensive–and usually counterproductive–in our culture. This may have been a secret of Martin Luther King's success: Through his letters, preaching, actions, and ultimately, his death, King exposed the bad in his opponents *while eliciting the good* (Tatum, 1994). To do the one without the other is not to offer oneself; it is to flatter oneself.

Change and Continuity

After two years of planning, and with support from the BellSouth Foundation, Berry College has embarked on a reconstructed program of teacher education. Every teacher education student will have an English for Speakers of Other Languages (ESOL) endorsement, and enhanced field experiences will be completed in both desegregated and predominantly white schools. A freshman-

year Orientation to Education course is in place. Courses are being consolidated with enriched content which will address CLD-related issues and practices. A "Maymester" will immerse preservice teachers in cultures other than their own. All education professors will be in the K-12 schools at least one full day out of every five. These innovations should minimize the "wash-out" effect that has been noted when students leave the college classroom and get "socialized" into common practices (Zeichner & Tabachnik, 1981; Loughran, 1993).

Two courses of the phased-out Berry College curriculum most intensely involved in multicultural education were "Introduction to Education" and "Educational Psychology." The "Introduction to Education" course possessed an extensive, although not deep, treatment of multicultural considerations. The "Educational Psychology" class tended to be deep, although not extensive. In the redesigned Charter School program, the two courses will be integrated into a "Social and Psychological Foundations" course.

Introduction to Education/Foundations

Early on in the existing "Introduction to Education" course the students were exposed to a variety of definitions and purposes of education, extending their understandings and worries far beyond the intuitive, introducing a wide variety of perspectives, including Spring's (1984, 1994) and Kozol's (1991) savage critiques of exploitive miseducation, Adler's (1982) vision of humanistic education, and egalitarian emphases of the political left (e.g. Welner & Oakes, 1996). Treatment of social problems in education typically began with a powerful metaphor consistent with Maslow's needs theory (Woolfolk, 1998). The professor started by asking how many had ever had a real "screamer" of a toothache. Then the professor asked those with their hands raised to report just how interested they were at the time in Charlemagne, French conjugation, and quadratic equations. As might be expected, the students always agreed that at that moment about all they could think of was their pain and the possibility of relief. Then the professor would submit that there are several million children out there with toothaches: "Oh, they may not be the blinding screamers you and I suffered; they may be dull, deep throbs. But the difference is that many of those children can see no possibility of relief." It was invariably a sobering moment, and the suddenly pensive mood suggested that a lot of their questions about American education were starting to answer themselves.

Then the class spent several days discussing the problems in both nontraditional and traditional families and exploring inequities of race, class, gender, region, and language. Although we were aware of the argument that "family values" issues could distract from social justice arguments (Gresham, 1989), we found that *beginning* with family issues provided a foundation for the other issues that the students found congenial—it acted to legitimate the later material rather than to divert from it. The following two to three weeks were devoted to historical attempts at solutions, including the ideas of social reproduction (Bowles & Gintis, 1976) and resistance theorists (Giroux, 1983, 1997). The professors who taught the course, long-service veteran teachers from urban schools, illustrated the themes with hard situations from their own

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experience. Within most groups there were individuals who were far from bashful about adding their own experiences and observations, some of which were deeply moving. We found confronting personal racism less rewarding than developing their understanding of institutional racism. Focusing on "bad guys" allowed students to take their eyes off of themselves, which can be one of the worst forms of nonengagement.

The "Introduction to Education" course then explored values education, to which many of these students were already well attuned (though not always well informed), and which incorporated considerable multicultural material in a context they found agreeable. Next came units on the politics of education and on education reform, during which the students discussed the results of their research into selected topics, most of which addressed multicultural issues.

The readings for the course included Newman's (1998) textbook, and Noll's *Taking Sides* (1997), which had quite a variety of readings dealing with oppression and related topics, including articles by Cuban, Banks, Asante, Kozol, Macedo, and Oakes. Required student readings also included Kozol's *Savage Inequalities* (1991). The episode in Victor Hugo's *Hunchback of Notre Dame* (1839/1965) in which the deaf Quasimodo is interrogated by a deaf judge bewildered, then amused, and finally dismayed, as the students figured out what is so often happening between teachers and children. These exercises have been continued in the redesigned Charter School curriculum.

Educational Psychology/Foundations

In the Educational Psychology course the students had 15 clock-hours in area schools with tightly specified and limited assignments, including developmental work-ups, observations, sociometrics, and analyses of learning styles and personality types. In the revised Foundations course these experiences will be much the same, but more closely supervised by Berry professors than heretofore. We believe this should strengthen the connections between classroom theory and field experience, especially in dealing with CLD children.

An Experiment

The Educational Psychology course in the phased-out program was generally much more constructivist than "Intro," with a high degree of spontaneity and student-centered learning. Although many Berry College students are the first in their families to go to college, many are from essentially middle class white environments. Few have had much interaction with recent immigrants, especially those from poorer countries. While the teacher core is projected to remain 95% white middle class through the year 2050, the students in school are expected to increasingly consist of disadvantaged minority children, specifically with limited English proficiency. The problem then is helping future teachers develop some sense of the cognitive, affective, and psychomotor effects on CLD youngsters in an environment when most students around them are speaking English.

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One carefully designed but highly constructivist simulation, based on the work of Regan and Fazio (1979), was found to be very effective in developing empathy with the culturally and linguistically diverse. The simulation occurred for approximately one hour in a one-hour Educational Psychology class. While one might not think that one hour is very much time, the effects on the students were profound. The class began with a definition of culture (i.e., a group possessing its own language, dress, foods, attitude, values, behavior, etc.), what includes culture, and some examples of culture. The students were then asked to list ten of their own cultures, such as southern, oldest child, and athlete. They were to write that list on the board, present it orally, present biases against them and describe ways to honor those ten cultures. This seemingly straightforward procedure was somewhat complicated by the fact that all the instructions were given in pig-latin and the students were told to respond verbally and in writing in pig-latin. You might remember a little bit from your own childhood that pig-latin involves a coding of the English language in which the initial consonant of a word is placed at the end of the word and "ay" is added to it. If the initial sound is a beginning vowel the beginning vowel is kept in the word and "ay" is put at the end of that word. So, for example, Steven would be "evenstay," purpose would be "urposepay," example would be "exampleay" and on would be "onay." While they were working in large groups with other cultures and within their own groups they were required to use pig-latin. The instructor carefully monitored the class to ensure conversations were in fact in pig-latin. Over the course of the one-hour class, the anger, apathy, and the frustration were palpable.

During the closing minutes of the class students were to write down (in standard English) how the experiment affected their emotional, cognitive, and psychomotor behavior. During the next class period the class brainstormed the effects on each of those three dimensions. They recorded many personal reactions (many, though not all, negative) and then gave suggestions on how those effects might be ameliorated by a classroom teacher.

CLD children often experience difficulties in the three domains in school: the cognitive, psychomotor, and affective (or, in Berry parlance, the head, hand, and heart). Our teacher education students reported that during this experiment they were less thoughtful. Some were confused and others just "shut down." They didn't ask as many questions, there was a greater emphasis on language mechanics and a greater focus on translation. Emotionally, the college students felt frustrated, apathetic, incompetent, overwhelmed, embarrassed, dependant on others, and generally wanted the activity to be over. In terms of their motor behavior, the students withdrew, talked more slowly, smiled and nodded more, they felt drained, were less confident, their speech was slowed, and they often stared off in space.

The last section of the activity asked our teacher-education students to come up with ways they would like to see classroom teachers change their behavior toward CLD students, now that they themselves had experienced a language limitation. The students said the thinking process could be facilitated if directions were written, if individual contracts were made with students, if there were more support programs (such as "big brothers," interventions by religious institutions,

etc.), and if the teacher used more visual materials. In terms of the emotions, they would encourage and praise the efforts as well as the work of CLD youngsters. They would like the teachers to help CLD children teach their classmates about their own languages and cultures. In terms of the motor areas, our students suggested giving the CLD students more time to process the information, to pair them with more-proficient students, to vary the way assignments could be expressed, to establish a more mellow atmosphere, to use "total physical response," and to be more expressive with face and eyes.

This small simulation was meant to help preservice teachers understand the emotional, motor, and cognitive effects of being immersed in an environment in which they had culturally and linguistically diverse students. By having the teacher education students involved in the situation and having the experience themselves, we hoped that they would be likely to understand and empathize with the CLD student, and to have better skills to use in their classrooms to improve CLD children's development. Further research at the field-experience level is in order, to empirically establish the extent to which our students modify their instruction for CLD children in real K-12 settings.

Gatekeeping

One objective running through both the phased-out "Introduction to Education" and educational psychology courses was career guidance. We explicitly rejected the notion that these introductory courses should be cheerful recruiting vehicles to get innocents shanghaied into the wonderful world of teaching. Extending Haberman's (1995) reasoning that for future urban teachers selection is more important than training, we wanted *all* of our future teachers–whether aiming themselves specifically for CLD situations or not–to make a fully informed commitment. Waiting until their student teaching or their first year on the job to learn whether they have what it takes is not decent, either to the young teachers or to the children. We presented the self-centered with enough evidence of how the schools are unlikely to meet their own needs that they usually dropped themselves out. Furthermore, the courses were quite demanding of intellect and effort (Intro) and creativity and flexibility (Psych), because we found that a soft pedagogy and an "easy A" can attract some very undesirable customers (Selden, 1995). If "war stories," course content and activities, and their field experiences still failed to weed out poorly motivated or prejudiced students, the faculty were not hesitant about counseling them out.

As before, all junior- and senior-level education courses have substantial field experience requirements, documented in reflection journals for which students are trained in observation and reflection skills going well beyond the "technical rationality" and the "contextual" models of reflection, and into the "critical inquiry" model of Zeichner & Liston (1987; see also Adler, 1990). All students will continue to have at least one semester in a rural or suburban predominantly white school and one in an urban, culturally diverse school. All of these field experiences are monitored by K-12 teachers and college professors, with extensive personal and group feedback. The full year of student teaching will be the culmination under the new program, with seminars dealing with topics

including behavioristic and constructivistic instruction, instructional management, and effectively teaching the psychologically exceptional and culturally and linguistically diverse.

(Careful) Change

Promoting care carelessly is neither sensitive nor sensible, so we have been cautious, maintaining strong elements of an already-successful program while adopting new ideas. We have resisted the temptation of adopting the new for the sake of the new (Carpenter, 2000), while also overcoming the inertia of success. While we are radically changing parts of our program, we also realize that "the cutting edge" cannot build; it can only cut. With the successful elements of our program securely in place–particularly those dealing with preparing teacher education students for culturally and linguistically diverse students–we have the freedom to enhance those elements with strong, integrated classroom and field-experience components.

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